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ABSTRACT

This handbook for those involved in assisting and encouraging college students to persist and graduate covers the following topics: benefits of college; persistence factors; successful students; a mission that motivates; results in real time; self-management through self-mastery (time management, assertiveness, study skills, learning styles, and mind control); team building/team playing; course correction; change management; and a success course, persistence and a college degree. Following a list of references, additional resources are given on (1) goal selection; (2) applied learning theory; (3) your style of learning and thinking; (4) the right and left brain hemisphere functions; (5) train yourself to induce deep muscle relaxation; and (6) formula for success. Various checklists and self-test questionnaires are included. (KM)

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SUCCESS STRATEGIES FOR COLLEGE STUDENTS

THE WICHITA STATE UNIVERSITY
by
Deema de Silva
Clara Freund

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BENEFITS OF COLLEGE

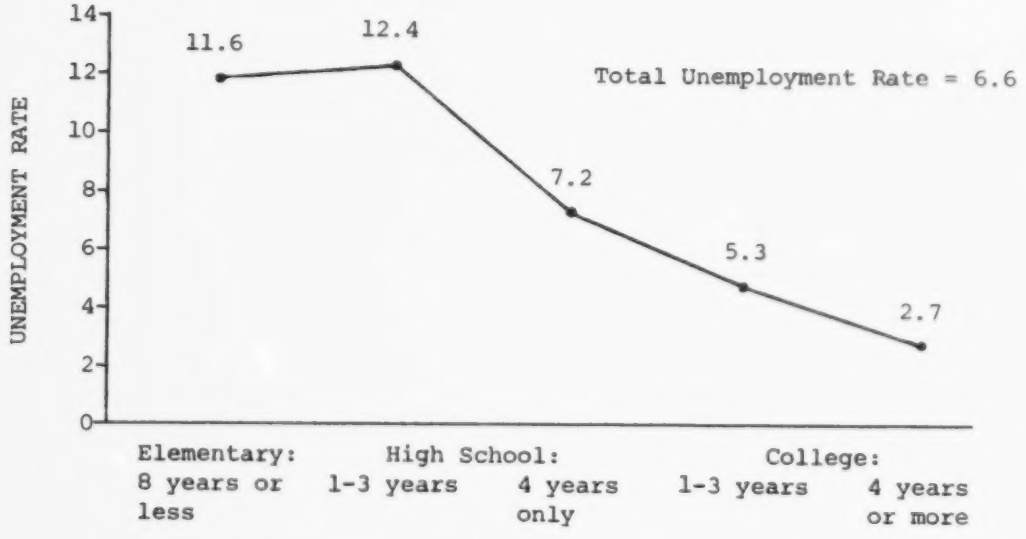
BENEFITS OF COLLEGE

Why should we encourage students to persist and graduate from college? Although a college education is not for everyone, there do seem to be certain benefits for college graduates. These benefits include a positive self-image, an increase in knowledge and ability, and better employment opportunities.

Positive Self-Image: A longitudinal study (Astin, 1977) found that one characteristic of college graduates was a more positive self-image. College graduates showed an increase in sense of competence and self-worth.

Increase in Knowledge and Ability: In an analysis of 54 surveys conducted from 1949-1971, Hyman, Wright, and Reed (1975) found that schools succeed in increasing knowledge and ability, and that the advantages of education endure into old age. College graduates consistently scored higher in knowledge of public affairs and academic knowledge than elementary school graduates and high school graduates. College graduates also develop life-long skills that help them master current knowledge of the world.

Better Employment Opportunities: Chances for employment increase for an individual as the level of his/her education increases. Individuals with only a high school education have an unemployment rate more than two times greater than college graduates (Young, 1985).

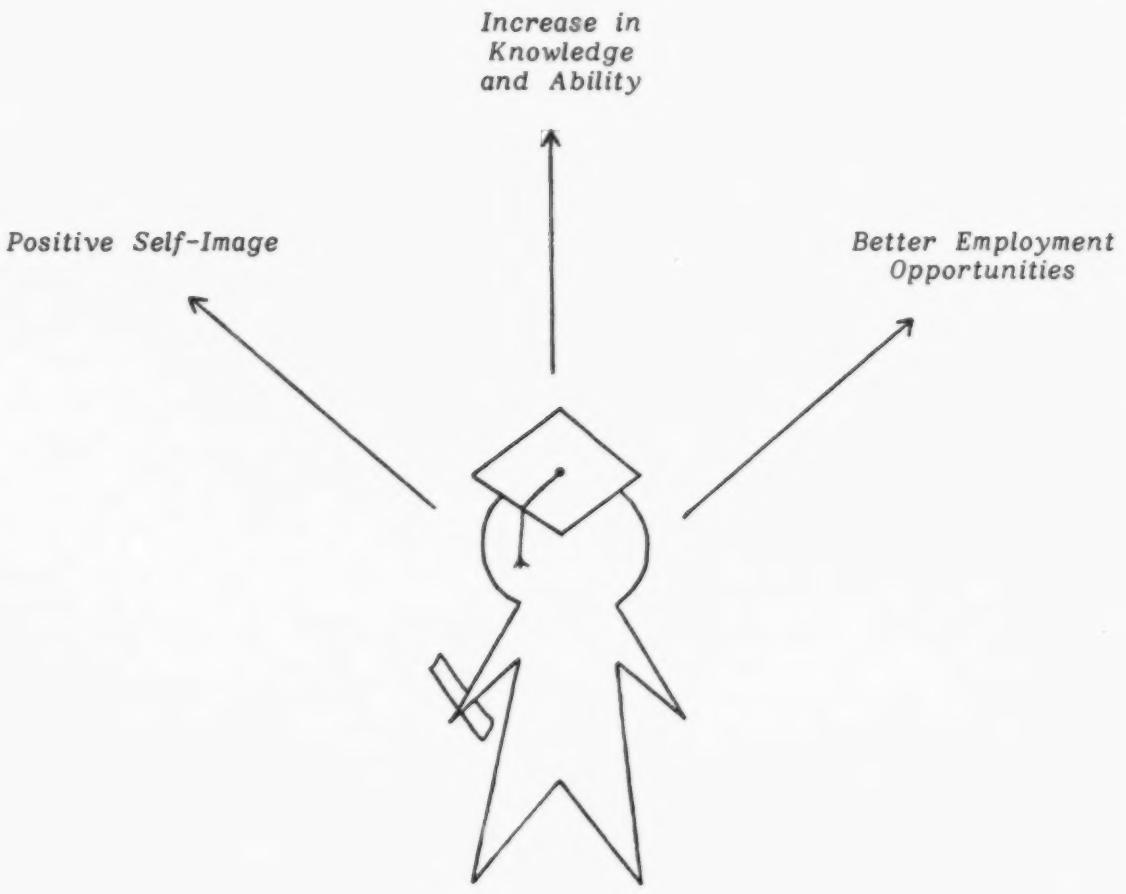


Data from the March 1984 Current Population Survey

1

In the next decade, there will be an increase in the number of jobs that traditionally require a college degree, along with the requiring of degrees in occupations where they weren't required before (Sargent, 1986). About 8 out of every 9 college graduates will find a college-level job when they enter the labor force.

As stated before, a college degree may not be desirable for every individual. However, the benefits for college graduates have been shown. These benefits may be especially important for groups who have been tradionally underrepresented among college graduates in the past.



PERSISTENCE FACTORS

PERSISTENCE FACTORS

Why do some individuals persist in college and earn a degree, while others drop out before completing a degree program? Anderson (1985) has identified the following list of persistence factors:

1. Individuals who take a personal interest in the student.

2. Financial support that fulfills basic needs.

3. Assessment and referral services that help identify possible problems for the student.

4. Orientation activities that are on-going throughout the student's first term.

5. Counseling services that provide the student with skills that may be needed.

6. A support system which makes the adjustment to college easier.

Individuals Who Take a Personal Interest

Individuals who take a personal interest in the student can have a tremendous influence of the success of the student in college. These individuals can provide support for the student in many ways. They can provide encouragement to students during difficult times. They can take the place of an important support person who is no longer available to the student. They can act as positive new role models.

Financial Support

Astin (1975) has found that financial aid can be an important factor in a student completing college. The following are some conclusions from his research:

1. Support from parents generally increases persistence. Parents providing a major portion of the financial support increases the chances of persisting by about 6% (Astin, 1977).

2. Scholarships or grants are responsible for only small increases in persistence.

3. In general, reliance on loans tends to decrease persistence.

4. Participation in work-study appears to help in persistence.

5. Generally, any form of aid appears to be most effective if it is not combined with other forms. The only combination which seems to help is work-study and major loan support.

Jensen (1986) found similar results while reviewing the past literature. He also notes that with loans becoming the primary source of financial aid within the last few years, due to changes in financial aid policy, the effectiveness of student aid programs designed to help in persistence may be threatened.

Assessment and Referral

In order to persist and achieve a degree, students must be aware of their problems and the resources that are available to help them. On many campuses, there are services available to provide testing of students' skills and courses to help students deficient in certain skills. There are places that can provide career exploration for undecided students. Educational planning and advising are also available. Student support services can range from tutorial assistance to study skills workshops. Departments within the institution must be aware of each other's services and be able to refer the student to the appropriate service.

Orientation Activities

Many campuses offer the support services to help students persist, but many students do not know that these services exist. Therein lies the importance of orientation activities. A recent study (Pascarella, Terenzini, and Wolfle, 1986) found that although an intensive 2-day student orientation had only a small direct influence on persistence, the orientation did have a significant positive influence on social integration during college and subsequent commitment to the institution, two variables that had the greatest direct effects on first year college student persistence. In other words, orientation influenced the participation of students in social activities and their commitment to the school, and these in turn, contributed to student persistence.

Counseling Services

A variety of counseling services are needed by students and provided on most college campuses. Financial aid counseling can inform the student of aid available to him/her. Academic and career counseling can help the student identify interests and set goals. Personal counseling can assist in the adjustment to college. Other services might include assertiveness training and time management.

Support System

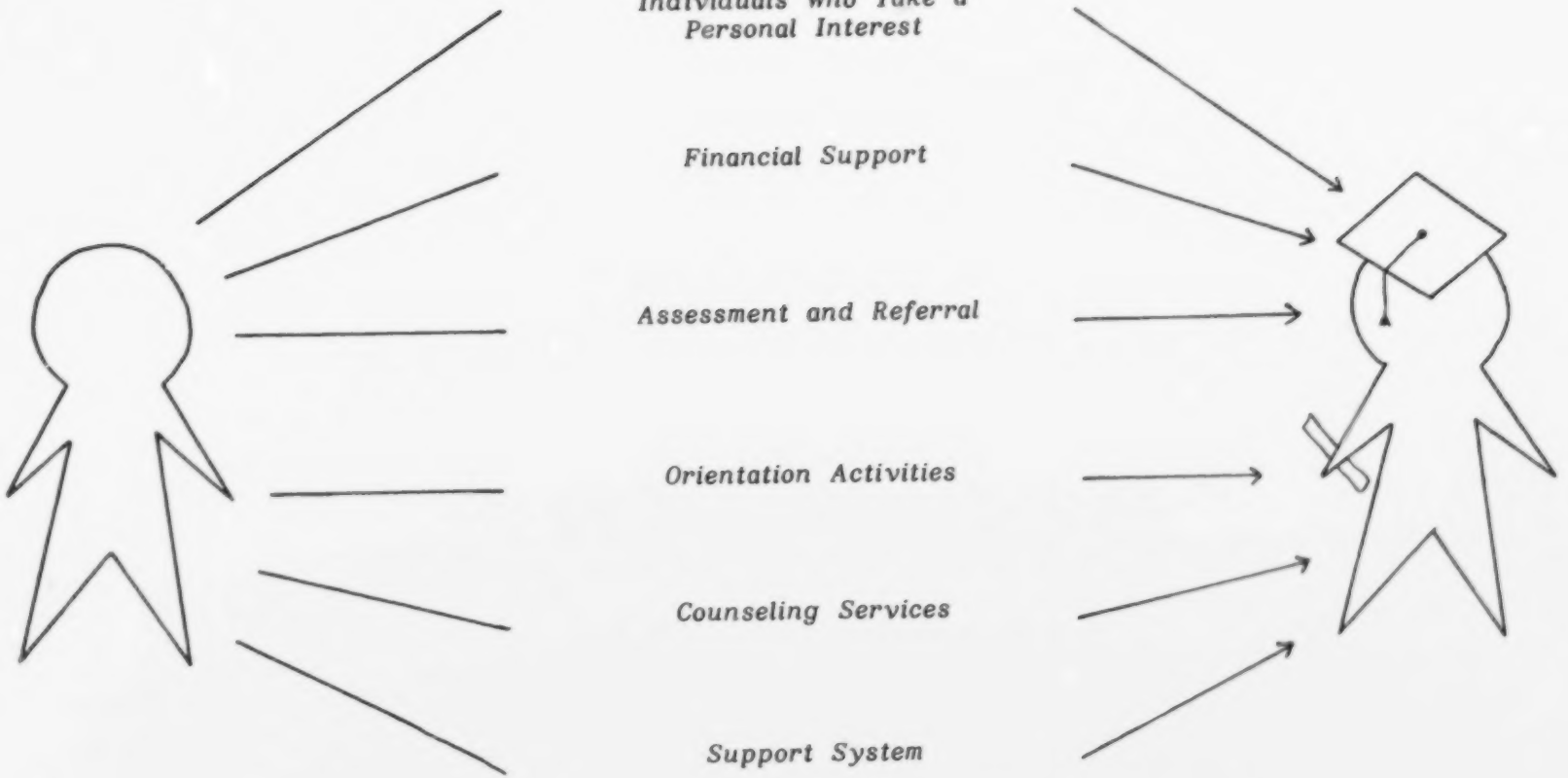
Many students must develop a new support system when they enter college. Some students may be leaving the security of a familiar environment for the first time. Other students may be discouraged from attending college. Whatever the case, the student must find new avenues of support. One of the common solutions is moving into a dormitory or residence hall. Living in a dormitory during the freshman year, compared with living with parents or in private rooms, can increase the student's chances of finishing college by about 12% (Astin, 1977).

Participation in extra-curricular activities can also assist in developing a support system and it enhances persistence (Astin, 1975). The importance of orientation activities introducing the student to campus activities was mentioned earlier.

Many students must work to support themselves in college. The following are some conclusions about the impact of employment on persistence (Astin, 1975):

1. Having a job usually increases persistence, especially if it is less than full-time.
2. Full-time employment generally decreases persistence.
3. It is preferable for the student to have on-campus employment.
4. Students with off-campus jobs are more likely <u>not</u> to persist. This is especially true when the work is more closely related to their career goals.

PERSISTENCE FACTORS FOR COLLEGE STUDENTS



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SUCCESSFUL STUDENTS

SUCCESSFUL STUDENTS

Garfield (1986) has identified the following six attributes of peak performers in the business world. We have chosen to adapt these to those students who persist and graduate from college. Ways to foster these attributes will be presented in the following sections.

1. A mission that motivates.
2. Results in real time.
3. Self-management through self-mastery.
4. Team building/team playing.
5. Course correction.
6. Change management.

THE LADDER OF SUCCESS

100% I did!

90% I will!

80% I can!

70% I think I can!

60% I might try!

50% I suppose I should!

40% What is up?

30% I wish I could!

20% I don't know!

10% I can't!

0% I won't

-- author unknown

A MISSION THAT MOTIVATES

A MISSION THAT MOTIVATES

The first requirement for achieving success is to have something to work toward. Success can usually be determined then by seeing whether this something was accomplished. This something is called the mission. Not only can it help determine success, but the mission can be the motivating or driving force to succeed.

The Successful Personality

According to Maltz (1960), the successful personality is composed of the following attributes:

S-ense of direction
U-nderstanding
C-ourage
C-harity
E-steem
S-elf-confidence
S-elf-acceptance

As can be seen, a sense of direction, or a mission, is one of the key elements to success. Maltz makes the following comparison, "Functionally, a person is somewhat like a bicycle. A bicycle maintains its poise and equilibrium only so long as it is going forward toward something" (p. 104).

Identifying a Mission

The mission must be identified by the student. Because the mission is a vision of the student's, it cannot be determined through tests or assessments: it must be seen by the student as something s/he wants to accomplish. Some things to consider when identifying the mission are:

1. Put preference before expertise by selecting something that will bring fulfillment and meaning to oneself.

2. Draw on past experiences that can help identify areas that are fulfilling.

3. Trust intuition.

4. Have no preconceived limitations about the mission and what can be accomplished.

5. Combine material profit with societal or community contribution.

6. Be pulled by values when selecting a mission (Garfield, 1980).

Although the student may not have a specific career in mind upon entering college, s/he should have some purpose in mind. If the student is going to college because that is what is expected or because s/he has nothing else to do, the motivation to stay and graduate may not be there. However, a purpose, such as graduating from college with a business degree, may motivate the student to complete college when other odds are against the student.

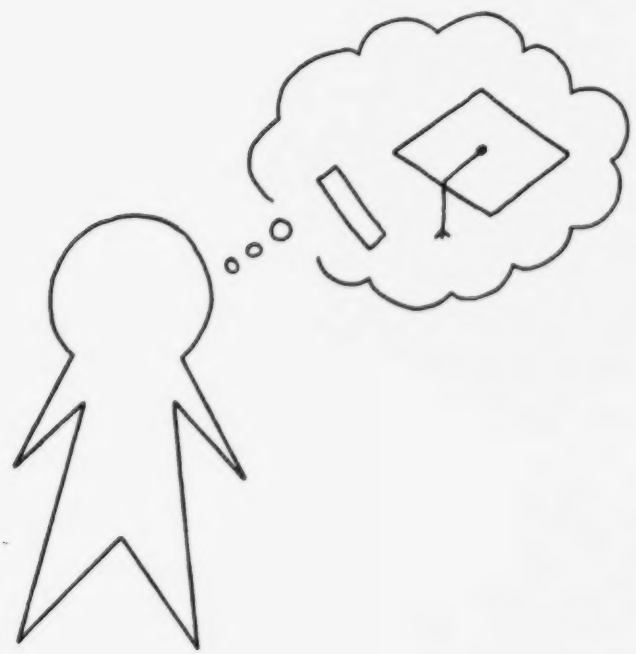
One way to make the mission seem more real is for the student to write down a mission statement. For example, the student might write "I am going to earn a Bachelor's degree in Business." This student has identified his/her mission and has made a commitment to striving toward it. By referring back to it often, the mission will be reinforced for the student, eventually it will become a reality.

Forward Looking

After identifying and committing oneself to one's mission, actions should be oriented to this mission. This means looking forward, not backward. Ways and means to reach the mission are identified and followed. If the student wanders off course, correction is made and forward movement is continued. The successes along the way are remembered and relived, while the failures are learned from and then forgotten.

Reaching the Mission

A sense of achievement and success will accompany the attainment of something that has been worked for. However, most people will not be satisfied with just attaining a college degree. A new mission is now identified and the person is motivated to work toward it, partly because the way the last mission was identified and reached. As in the bicycle comparison, the person will not be happy with just standing still, but rather by moving forward. Success will breed further success by the setting and attainment of successive goals.



RESULTS IN REAL TIME

RESULTS IN REAL TIME

Missions are not accomplished overnight: they often take many years to achieve. In order to provide the student with results and a sense of achievement in the meantime, goals should be set and met along the way. This system of getting results should consist of 4 main components: setting goals, planning the methods to achieve the goals, executing the plan, and evaluation to determine whether the goals were met.

Setting Goals

Goals should be written down on paper on a semester basis and should be written in measurable terms so that it can be determined whether or not they were met. For example, if the mission of a student is to graduate from college and enter a certain profession, some examples of measurable semester goals would be:

- I will take and complete 15 hours of courses this semester.

- My semester grade point average will be over 3.0.

- I will attend the following activities offered this semester: _____
_____.

Goals should be divided into 3 categories: academic goals, personal gaols, and social goals. By writing goals for each area, a balance will be provided for the student. S/he will not concentrate on any one area during a given semester. Also, by writing them down, the student has a record of them and can refer back to them during and after the semester.

Planning Methods

After goals have been set, methods to reach them should be identified. One way to plan to meet goals is to make a weekly schedule and fill in times for classes, study, work, entertainment, and/or any other regular activities. Bu budgeting time for each activity, the student will find that there is more time available than when they did not have a planned schedule.

Another method to encourage achievement of goals is to set up a reinforcement system. Although the intrinsic reward of moving toward the mission may be enough for some people, the value of extrinsic reinforcement may be used as a supplement. After listing goals, the student could make up a contract with himself/herself in which the attainment of goals would be rewarded at the end of the semester with some type of visible token. Rewards would be unique to the individual along with the reward system that is set up. Care must be taken, however, so that the student is really rewarding himself/herself for achievement.

Executing Plans

The student should use the time schedule set at the beginning of the semester to work toward achieving his/her goals. If it is found that too much or not enough time is allocated to a certain activity, the schedule can be adjusted.

The student should also review periodically the goals he/she has set for that semester. If a contract was made offering rewards, this can also be reviewed from time to time to encourage the student to work toward the goals.

Evaluating Progress

At the end of the semester, time should be taken to determine whether the goals set at the beginning of the semester were met. Not only is this helpful in evaluating progress over the past semester, it can also be useful in setting goals for the next semester. If goals were easily reached, higher goals should be set for the next semester. If goals were not met, the reasons for not meeting the goals should be identified and adjustments made for the next semester.

At this time, also, any rewards that were earned should be received.

Even in the process of goal setting, the mission should not be forgotten. The goals are used as a measure of what the student has accomplished so far. All goals should be oriented toward the mission, and movement toward this mission should continue to be the main motivating force.

TIME

Take time to work -
It is the price of success.

Take time to think -
It is the source of power.

Take time to play -
It is the secret of perpetual youth.

Take time to read -
It is the fountain of wisdom.

Take time to be friendly -
It is the road to happiness.

Take time to love and be loved -
It is nourishment for the soul.

Take time to share -
It is too short a life to be selfish.

Take time to laugh -
It is the music of the heart.

Take time to dream -
It is hitching your wagon to a star.

Anonymous

Manage Yourself by Managing Time

Your time talks

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

16 hours of activity
(8 hours of sleep)

NAME _____

THIS YEAR'S GOALS

MISSION:

Goals for Fall _____

Academic: 1.
2.
3.

Personal: 1.
2.
3.

Social: 1.
2.
3.

Goals for Spring _____

Academic: 1.
2.
3.

Personal: 1.
2.
3.

Social: 1.
2.
3.

Goals for Summer _____

Academic: 1.
2.
3.

Personal: 1.
2.
3.

Social: 1.
2.
3.

SAMPLE CONTRACT WITH MYSELF

I will strive to reach the goals I have set for myself. If I do reach my goals, I will reward myself in the following manner:

No. of goals reached	Reward
9 goals	
7-8 goals	
4-6 goals	
1-3 goals	

_____ _____

Date Signature

AMERICA'S ENERGY IS MINDPOWER

SELF-MANAGEMENT
THROUGH SELF-MASTERY

Our colleges and universities generate mindpower

SELF-MANAGEMENT THROUGH SELF-MASTERY

Self-management refers to being able to manage and discipline oneself to reach one's goals and one's mission. Five components of self-management will be discussed:

- o Time management
- o Assertiveness
- o Study Skills
- o Learning Style
- o Mind Control

Time Management

Time management consists of making effective use of the time one has. One way to do this is to make a schedule, as discussed before, and stick to this schedule. An additional method is to use a calendar to keep track of due dates for assignments and activities that the student wants to attend. The student should review both of these every few days to remind himself/herself of schedules and assignments.

Assertiveness

Being assertive means standing up for one's rights without infringing upon the rights of others. This can be a valuable asset to a new college student on a large bureaucratic campus. The student needs to know his/her rights and how to ensure that he/she can practice them.

Some basic assertive behaviors identified by Butler (1981) are:

1. Communicating directly, honestly, and spontaneously.
2. Expressing negative feelings.
3. Setting limits.
4. Not letting criticism stop oneself.
5. Showing self-initiation.

Communicating Directly, Honestly, and Spontaneously

A college student has to communicate with a great many people ranging from roommates to faculty members to administrators. Three characteristics of effective communication are: directness, honesty, and spontaneity. Directness refers to telling the other person exactly what is meant, without assuming the other person will know what was meant or will figure it out. Honesty refers to expressing true feelings, not hiding them to protect the other person's feelings. Spontaneity refers to communicating what is meant right away and not waiting to a later time when it may be inappropriate.

Expressing Negative Feelings

Expressing negative feelings is a part of honest communication. When negative feelings are not expressed, resentment often builds up inside the person. This resentment may be expressed in an inappropriate way, such as exploding over a simple matter.

Setting Limits

Setting limits can be seen as letting others know how one expects to be treated and then not letting them infringe on oneself. It includes learning how to say "no" without feeling guilty or making excuses. Once limits have been set, they must be constantly reinforced.

Not Letting Criticism Stop Oneself

There are many opportunities for letting criticism stop oneself from doing something. Some examples are getting a bad grade on a project or disapproval from someone liked or respected. Butler (1981) has identified five ways to deal with criticism. First, if the criticism is valid, one can agree with it and use it to improve oneself. Second, if the criticism is not valid, one can express disagreement with it in an assertive, not aggressive, manner. Third, the person can set limits on what is constructive criticism. This includes letting others know how one expects to be treated and not allowing others to give one negative feedback on an unacceptable subject or in an unacceptable manner. The fourth method is fogging, in which the criticism is acknowledged, but neither agreed nor disagreed with. The final method is delaying, by which the person puts off his/her response until later, after the criticism has been thought about.

Showing Self-Initiation

On a college campus, especially a large one, self-initiative is a necessary quality. Students need to take the initiative in seeking help from instructors and campus services. The student needs to feel confident in asking about services and resources in his/her environment, as this may be the only way he/she will find out the many valuable amenities on a campus.

Assertive Statements

Below are a few examples of assertive statements that a college student might use. All use "I" messages. If a student has problems with assertive statements, it might be wise to have the student practice beforehand with someone the statements he/she wants to use.

- I would like more information on.....
- I don't agree with you.
- I am not satisfied with my grade on this paper and I would like to know how I can improve.
- I need help with.....
- No, I will not be able to meet you at that time.
- No, I will not be able to work extra hours.

Study Skills

There are a number of study skills that are important to college students. These include knowing how to read textbooks, take notes, and prepare for/take exams.

Textbook Reading

Students are expected to read a great number of pages during their college years. Knowing how to read textbooks effectively and take notes from them is an important skill. Techniques such as SQ3R have been developed to help students learn to do this.

S- Survey or skim the title, major headings and subheadings, and first sentences (topic sentences) and last sentences (conclusion) of paragraphs to get an overview of the material.

Q- Question the purpose for reading by forming who, what, when, where, why, and how questions about the areas that were surveyed.

R- Read the assignment to answer the questions.

R- Recite or write out the answers to the questions without referring back to the reading.

R- Review periodically and cumulatively the notes taken.

(Cherney, Dickinson, Hammond, & McLravy)

Note Taking

It is important that students know how to take good lecture notes as well as textbook notes. The suggestions below show how to integrate lecture notes and reading notes (Cherney, et al.):

1. Read assignments before attending lectures.
2. Apply the SQ3R technique to reading assignments.
3. Use only the left-hand page of a loose-leaf notebook for reading notes.
4. Date and number each page of reading notes.
5. Begin each new reading assignment on a new left-hand page.
6. If the lecture is organized, write lecture notes opposite the corresponding reading notes.
7. If the lecture is not organized, write lecture notes on a scrap paper first and then integrate them with reading notes as soon as possible.
8. Remember that reading assignments and lectures are related. See the instructor if the relationship cannot be seen.
9. Prepare for tests by reviewing notes routinely and cumulatively.

Examinations

The best preparation for exams is to review the material routinely before the test. Other suggestions for taking the test include:

1. Be awake and alert on the day of the exam.

2. Arrive early.

3. Carefully read directions and note how long the test is before beginning.

4. Maintain a positive attitude before and during the test.

(Cherney et al.)

Techniques on study skills, such as note taking and exam taking are often offered in courses or workshops on campus. More suggestions can be found in Achieving Academic Success (Cherney et al.) and A Tutor Handbook for TRIO Programs (de Silva and Freund, 1980).

Learning Styles

Different students have different learning styles. This can often be seen when students have different reactions to the same instructor. Often an instructor may be recommended to a student and the student may not feel afterwards that the instructor was that good. This is not due to any changes in the instructor, but rather to different learning styles of the students.

A student's learning style is the way(s) that the student learns best. What type of stimuli does the student respond to best? Through which senses does the student learn best? What is the best time of the day for the student? These are questions that can be answered by the student in diagnosing his/her learning style.

Stimuli

There are five major stimuli, composed of different elements, which a student responds to. The types of stimuli are: environmental, emotional, sociological, physical, psychological. The type of stimuli that the student responds to the most would determine the type of learning that is the most effective. For example, a student who responds well to physical stimulation may need more tactile or manipulating experiences to learn best. In the same way, a student who prefers psychological stimulation may perform the best in situations which call for a lot of mental processing, rather than physical processing.

Senses

Different students also learn better through different senses. Some students are visual learners who gain more through seeing things for themselves. They may be attracted to more visual representations of materials, such as charts and diagrams. Auditory learners do better when they hear things themselves. Tactile-kinesthetic learners like to manipulate things.

In doing a reading assignment, the visual learner might be shown by the student who learns by reading the assignment. The auditory learner would prefer reading aloud or, even better, a lecture. The tactile learner would manipulate the information by taking his/her own notes. Rarely does a student exclusively use one sense. Most students will use a combination or one sense may be more dominant, even though all are used.

Time

Some students may function better during a specific time of the day. By identifying his/her peak hours, the student can plan on the best time for courses and study time.

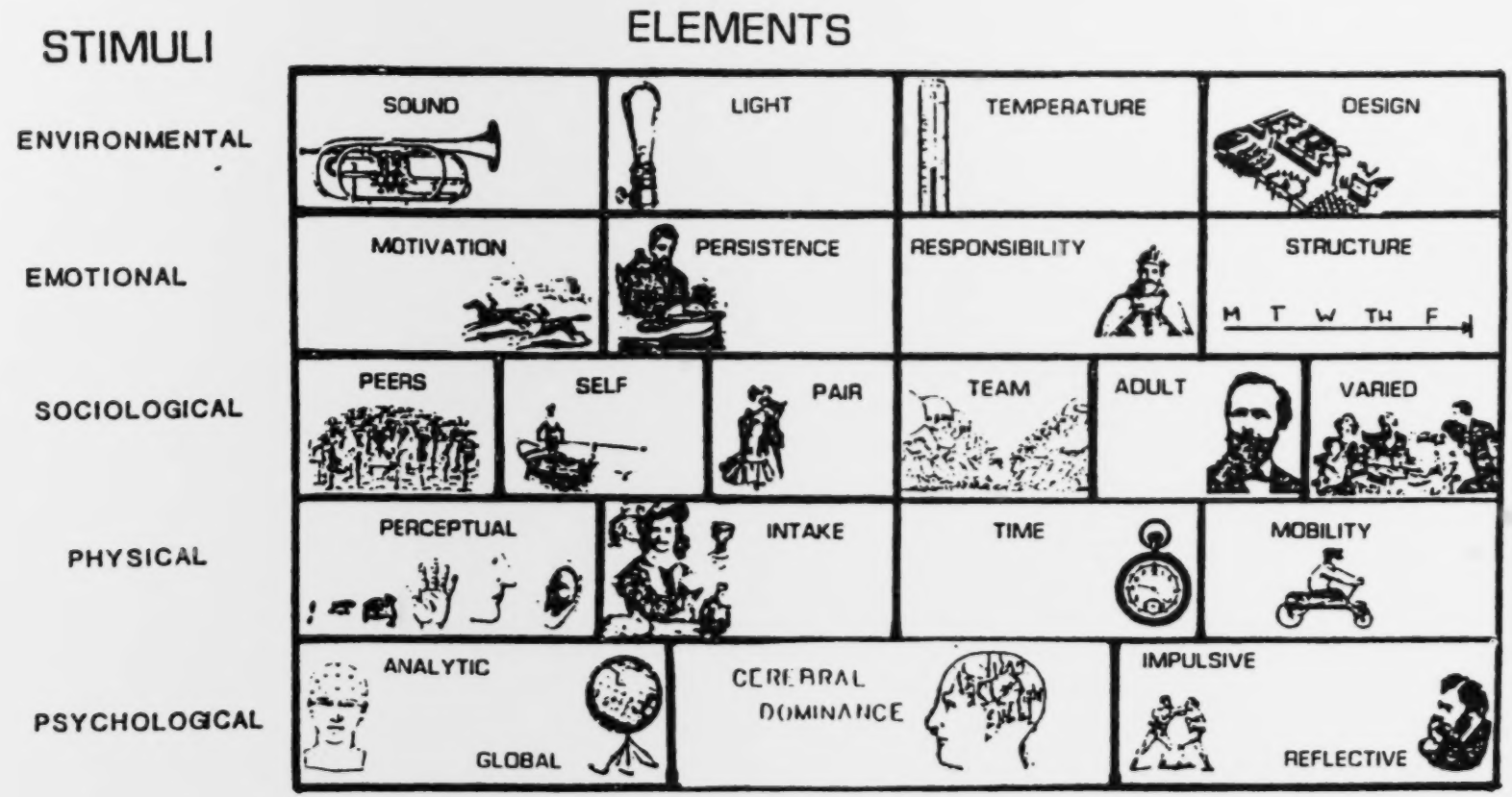
Surveys to help diagnose these three aspects of learning style are included on the following pages. It is important to realize that most students will not fall exclusively into one category. Students may have a preference or may be equally effective in all categories.

Learning to Learn

Learning to Learn is a program that is credited with improvements in college students' grade point averages and retention through graduation. It differs from study skills in that it emphasizes skills and processes that are applicable to everyday life rather than just the school environment. It has been approved by the U.S. Department of Education's Joint Dissemination Review Panel for national dissemination.

Learning to Learn teaches the student how to think. Out-of-classroom learning skills are adapted to academic work. Any student can learn how to be successful academically by internalizing the process of learning how to learn (Heiman & Slomianko, 1987).

DIAGNOSING LEARNING STYLES



DESIGNED BY: RITA DUNN
KENNETH DUNN

The words you use when speaking reflect your preference for visual, auditory or kinesthetic mode. Following are some words that will provide you with a clue to your preference.

VISUAL	AUDITORY	KINESTHETIC
appear	call	feel
observe	discuss	hurt
see	listen	attach
show	shout	balance
watch	tell	lift
look	whisper	cut
draw	speak	push
picture	sing	fall
image	talk	take
clear	clatter	touch
cloudy	noise	reach
light	loud	throw
dark	soft	handle
pattern	voice	hot
a color	music	cold
a shape	tempo	firm
a size	clang	hard
ect.	tone	soft
	etc.	sharp
		smooth
		tough
		tender
		sturdy
		stiff
		etc.

THROUGH WHICH SENSES DO YOU LEARN BEST?

Ask yourself the following questions. Circle the letter before the number only if your answer is YES.

T 1. My handwriting is quite good.

V 2. I enjoy silent films, pantomine or charades.

A 3. I'd rather do a music activity than an art activity.

A 4. I prefer listening to tapes than viewing an activity.

A 5. I spell better out loud than when I have to write words down.

A 6. I find it easier to remember oral presentations than when I read.

A 7. I find that I understand material better if I read it out loud.

A 8. I am often the last person to notice that something has been added to a room.

V 9. I find that I learn better if something is shown to me.

V 10. I find that I learn better if I read the material.

A 11. I find that I learn better if I hear the material.

V & A 12. I find that I learn better if I hear and see the material at the same time.

V 13. I find that I often need to ask people to repeat what has just been said.

V 14. Sometimes in an oral presentation I find myself tuned out when I am really trying to pay attention.

T 15. I use my hands a great deal when I speak.

V 16. I have had speech therapy.

T 17. Unless I am looking directly at the speaker I have trouble understanding.

T 18. I would rather demonstrate how to do something than tell it.

V & T 19. I have trouble remembering unless I write things down.

A 20. I find that a full page of small print mixes me up when I try to read it.

21. The easiest way(s) for me to learn something is to:

V a) read it
A b) hear it
V c) see it in pictures
T d) try it
T e) write it in my own words
A f) explain it to someone
T g) draw a diagram or picture of it

You may be a visual learner, auditory, tactile-kinesthetic or a combination. Your highest totals indicate your strengths.

Total V's circled _____ visual
Total A's circled _____ auditory
Total T's circled _____ tactile

Source: Achieving Academic Success (Cherney, et al)

Dunn and Dunn

YOUR "PEAK ENERGY" TIME?

NAME _____ DATE _____

Directions: Answer True or False to each of the following questions.

TIME		True	False
1.	I usually hate to get up in the morning	____	____
2.	I usually hate to go to sleep at night.	____	____
3.	I wish I could sleep all morning.	____	____
4.	I stay awake for a long time after I get into bed.	____	____
5.	I feel wide awake only after 10:00 in the morning.	____	____
6.	If I stay up very late at night, I get too sleepy to remember anything.	____	____
7.	I usually feel a "low" after lunch.	____	____
8.	When I have to do a task requiring concentration, I like to get up early in the morning to do it.	____	____
9.	When I can, I do my most concentration-requiring tasks in the afternoon.	____	____
10.	I usually start the tasks that require the most concentration after dinner.	____	____
11.	I could stay up all night.	____	____
12.	I wish I didn't have to go to work before noon.	____	____
13.	I wish I could stay home during the day and go to work at night.	____	____
14.	I like going to work in the morning.	____	____
15.	I can remember things best when I concentrate on them:		
	a. in the morning	____	____
	b. at lunchtime.	____	____
	c. in the afternoon.	____	____
	d. before dinner.	____	____
	e. after dinner.	____	____
	f. late at night.	____	____

Answer all the questions a - h

Circle the numbers on the following page in each category for each of the questions. Circle as many that appear. The numbers might appear more than once.

Consistency Key: Preferred Functioning Time

Early Morning		Late Morning		Afternoon		Evening	
True	False	True	False	True	False	True	False
8	1	5	3	3	7	2	6
14	3	12	8	5	8	4	8
15a	5	15b	9	9	11	5	14
	10		10	12	13	10	
	11		11	15c	14	11	
	12		13	15d		13	
	13		14			15e	
						15f	

(A fairly equal distribution among all four categories usually indicates that the time of day or night is not an important factor.)

Totals:

Early Morning		Late Morning		Afternoon		Evening	
True	False	True	False	True	False	True	False
3	7	3	7	6	5	8	3
10		10		11		11	

The highest score indicates your preferred Functioning Time.

Mind Control

In recent years, more attention is being given to and more research has been conducted on the power of the human mind. People are learning how to use greater parts of their minds to put themselves in greater control of their lives. José Silva in his book The Silva Mind Control Method tells how to use the mind for problem-solving. His methods and uses are explained here, although there are many other books on the subject of mind control.

Power of Words

The words that are heard and used by a person have a powerful effect on that person. "Mental houseclearning" refers to a conscious effort to be aware of the words one uses. Positive words leave a positive impact on the self. One way to develop this positive thinking is to carry and daily read a card listing positive feelings and attitudes. The card might be similar to the one below. A daily reading of this card will imprint on the reader's mind positive messages.

MYSELF

I am relaxed
I am important
I study better and better
I can make that A
I control my time
I have my study time planned
I perform well on tests
I avoid alcohol, tobacco, drugs
I like myself
I set a goal and move toward it
I gather skills connected to it
I study consistently
I get good grades
I work consistently toward graduation
I am a WINNER!

Reaching Alpha

Alpha is one of four brain-wave patterns. Alpha is on a level below Beta, the stage of being wide awake and doing. Alpha is a stage of "inner consciousness" and mind control teaches a person to go to Alpha, while remaining fully alert. There are a number of ways to to go Alpha, but they will not be discussed here. Readers should refer to books on mind control for this information.

Alpha is the level at which a person can accomplish some very interesting things. Two of these that will be discussed are speed learning and dynamic meditation.

Speed Learning

Speed learning can be a useful tool for college students. One method of speed learning consists of the student going to his/her Alpha level first. While the student is at Alpha, he/she can read a book or listen to a lecture. This method helps improve concentration and implants information more firmly.

A second method is for the student to read the material to be studied into a tape recorder first. Then the student goes to his/her Alpha level and plays it back. This gives the student a double dosage of the material, once in Beta and once in Alpha.

Dynamic Meditation

Dynamic, rather than passive, meditation refers to working through something while in meditation. To work a problem, three steps should be followed after reaching the Alpha level:

Step 1: The individual recreates, relives the problem on his/her mental screen.

Step 2: This image is pushed off the screen and replaced with a solution to the problem.

Step 3: This image is then replaced by a picture of positive results that are achieved by this solution.

There are four laws or conditions to this process. First, one must <u>desire</u> that the event take place. Second, one must <u>believe</u> the event can take place. Third, one must <u>expect</u> the event to take place. Finally one <u>cannot create</u> a problem -- that is, it must not result in wishing bad fortunes for another.

There are other uses for mind control discussed by Silva. They include dream control and self-healing. As researchers continue to discover even more uses for the mind, mind control may become the ultimate self-management technique.

'IN MY MIND I KNOW I'M GOING TO BE A STAR'

Sports psychologist Jim Johnson says, "We're losing too many good players because they don't have the right mental training," a former ballplayer whose job is to tour all Houston Astros minor-league clubs and to help players deal with emotional problems. "We've got pitching instructors, hitting instructors--why not a mental-skills instructor?"

Johnson probes Earl Cash after a batter hit a fast ball over the fence, he criticized himself for "that stupid pitch."

"I'm not getting the ball down," Cash told himself angrily. "My fast ball ain't sinking."

"You've been overthinking," says Johnson.

For the next 90 minutes, Johnson suggests that Cash replace his negative self-thoughts with positive ones like "I am in control." Johnson reminds the pitcher to focus his concentration, avoid looking at the scoreboard and approach each inning with the same intensity he'd have in a tie ball game or a save situation. Johnson also plans to get videotape of when Cash was playing well, to allow the pitcher to reinforce his positive feelings.

By the end of the session, Cash is grinning and jumping. "Jimmy, I've learned a lot today," he says. "My enemy was standing 3 inches away from me. Myself."

Johnson tours the Astros' 95 days a season, teaching such skills as concentration enhancement, progressive relaxation (tightening and releasing muscles to induce calm), self talk (to help athletes replace negative thoughts with positive ones) and strategies to help players let go of mistakes and visualize flawless performances.

Can positive mental attitudes make champions? Here's the example of a ballplayer with an unimpressive throwing arm and a slight, 150-pound frame, who was never drafted and practically had to beg a team to sign him years ago. But despite the man's mediocre ability, he had mental toughness. "He lived baseball, slept it, ate it," and went on to break Ty Cobb's career-hit record. The player's name? Pete Rose.

Source: U.S. New & World Report, June 15, 1987.

TEAM BUILDING/TEAM PLAYING

TEAM BUILDING/TEAM PLAYING

The "team" that a student builds is the support system that the student develops during college. The developing of new contacts is especially important for many beginning college students who are leaving behind their past support system of family, friends, or teachers when they enter college. If a student does not develop some ties to the institution, he/she is more likely to leave the institution before graduation.

Resources

There are many resources available which can produce contacts for the student. These include, but are not limited to, the following:

- Instructors and advisors
- Dormitory residents
- Campus organizations
- Extra-curricular activities
- Support services

Below is a list of ways students can build a support system:

1. Get to know their instructors on a personal as well as professional level by attending activities that provide an opportunity for faculty and students to interact.

2. Keep in continuous touch with their advisor for guidance during the semester, not only at preregistration time.

3. Live in a dormitory or other housing arrangement which permits the student to come in frequent contact with other students.

4. Join campus organizations, like fraternities and/or sororities, student government, or clubs which provide opportunities to meet a variety of other people with similar interests.

5. Participate in or attend extra-curricular activities, such as intramural athletics, drama, sporting events, or other activities which encourage non-academic interests.

6. Use support services which may provide tutors, counselors, or advisors to help with academic or personal problems.

All of these activities serve three basic purposes. First, they provide opportunities for the student to develop a support system. Second, they increase the exposure of the student to different subjects and ideas. Finally, they increase the commitment of the student to the institution. This last purpost was found to be an important factor in student persistence (Pascarella, Terenzini, and Wolfle, 1986).

The "team" that the student surrounds himself/herself with is an important factor in the success of the student in college. If the student can find others with similar interests or even similar missions, this can increase the motivation of the student to work toward his/her own mission. People who will encourage and support the student in striving toward his/her mission can help determine whether the student will persist and graduate from college.

STUDENT ACTIVITIES AND ORGANIZATIONS

- *Fraternities and Sororities*
- *Student Government and other Governing Organizations*
- *Honorary Organizations*
- *Professional and Departmental Clubs*
- *Religious Groups*
- *Special Interest Groups*
- *Intramural Sports*

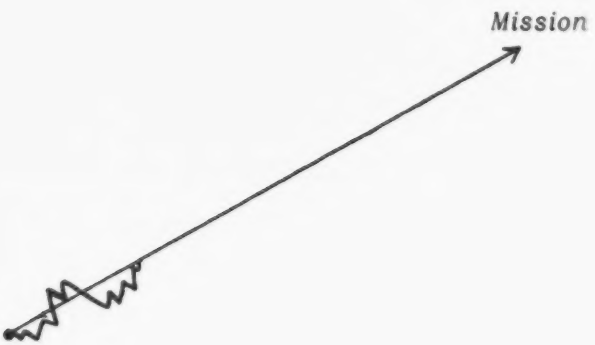
SUPPORT SERVICES

- *Counseling Services*
- *Handicapped Services*
- *Student Support Services*
- *Special Services*
- *Placement and Career Services*
- *Math Lab or other departmental labs that provide tutorial assistance in specific areas*

COURSE CORRECTION

COURSE CORRECTION

Garfield (1986) defines course correction as reducing the difference between the present path a person is on and the critical path, the appropriate path that leads to the attainment of the mission.



——— = Critical path

WWW = Present path

This involves making mistakes, learning from them, forgetting about them, and moving forward.

Negative Feelings and Attitudes

Maltz (1960) identified a list of negative feelings and attitudes that signal to the person that they are off-course. They are:

F- rustration, hopelessness, futility
A- ggressiveness
I- nsecurity
L- oneliness (lack of ("oneness")
U- uncertainty
R- esentment
E- mptiness

According to Maltz, when a person becomes aware of one of these negative signals, they should be recognized for what they are, and then be corrected. Once an error has been recognized and the course corrected, it is important that the error be consciously forgotten. Errors are necessary steps in the learning process, but after they have served their purpose, they should be discarded. Primary attention should be focused on the mission and striving for it. Although one needs to be aware of negatives so one can avoid them, emphasis should be on the positives.

Course of Study Correction and the College Student

There are many times when a college student will experience one of the preceding feelings or attitudes. The important thing is to identify why the student feels frustrated, uncertain, empty, etc. and then take appropriate measures to get rid of that feeling and correct the Course. For example, a student may be feeling frustrated in a certain college Course. The reason for this feeling may be underpreparation for the Course, a lack of understanding due to difficult material, inappropriate study habits to succeed in the Course. Solutions, or Course correction, would then include withdrawal from the Course, seek and obtain subject area tutoring, or efficient use of study skills.

A list of possible problems of students along with ways to correct a Course follows.

Problem	Course of Study Correction
Difficulty in Course of study due to underpreparation.	Withdrawal from Course, appropriate preparatory Courses taken, and reenrollment in Course.
Difficulty in Course although preparatory classes have been taken.	Subject area tutoring to explain and reinforce material.
	Effective use of study skills to learn improved reading comprehension, note-taking, lecture understanding, test-taking, writing, or other necessary study skills.
Not having enough study time or time to complete assignments or prepare for classes.	Time management, including making a weekly schedule of classes, work, study time, and other activities.
	Withdrawal from Course(s) if excessive load is being taken.
Aggressiveness due to frustration.	Assertiveness training to replace aggressive reactions with assertive responses.
Loneliness or insecurity due to being away from home or past support system.	Involvement in campus organizations or extra-curricular activities to meet people and develop a new support system.

Think First. Then ACT

CHANGE MANAGEMENT

CHANGE MANAGEMENT

The world around us is rapidly changing. In order to fit in and succeed in this world, a person must be able to adapt to changes. Garfield (1986) has identified four basic skills that are needed to be successful:

1. Be a student forever.

2. Expect to succeed.

3. Map alternative futures.

4. Update the mission.

A person must continue to learn new skills. Areas of weaknesses can be covered by reading about or taking courses in unfamiliar subjects. In this way, the person can be prepared for more possibilities.

Successful people expect to succeed. Successful people practice positive thinking and self-talk. They do not fear change because they know success is more dependent on internal factors than external conditions.

Because the world is undergoing such rapid changes, the successful person always has alternatives available. The mission is updated when it no longer is relevant. Flexibility and adaptability are characteristics of successful people.

Successful College Students

Successful college students are open to learning. They do not look at graduation as an end. They expand themselves by taking courses on subjects they may not be familiar with, but they think they will need later on. They also continue their learning after graduation.

College students who have a mission and expect to succeed will succeed. They will seek out means to help them succeed, and they will settle for nothing less than success. Success will breed success as they accomplish the goals they set along the way.

Successful college students are also flexible enough that they have alternatives available to them. For example, they may not have the degree program available at the institution they are presently attending. The student must then either transfer to another school or change degrees. The successful college student does not close doors that may later provide opportunities.

The student's mission is also updated when necessary. If the student sees that the program cannot be completed in four years (part of his/her mission), then the time can be updated. If the student decides s/he wants to specialize more in one area than was previously thought, the mission is updated. Successful college students will be aware of the changes that are occurring and will keep their alternatives open and update their own missions.

A SUCCESS COURSE,
PERSISTENCE AND A COLLEGE DEGREE

A SUCCESS COURSE, PERSISTENCE AND A COLLEGE DEGREE!

In the world today, a college degree is becoming more of a necessity than an extra. The positive benefits of a college education have been discussed, along with factors associated with persistence. What we have tried to do is provide characteristics of successful people and strategies that will help develop successful college students. These strategies include:

1. Having the student identify a mission that is satisfying and that s/he is willing to work for.

2. Setting goals along the way as a means to seeing progress and building on success.

3. Develping self-management skills that will enable the student to succeed in everyday life, as well as college.

4. Being part of a team and building a support system that will be beneficial to the student.

5. Learning from mistakes and correcting one's course or pathway when necessary.

6. Fostering skills that will help the student live in this ever-changing world.

These strategies encourage the student to be responsible for his/her own growth and development. Only after the student expects success of himself/herself will success come.

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ADDITIONAL RESOURCES

GOAL SELECTION

Write down what you want to do in 5 years time?

Job Environment

Year	Job Title	Business/Name of Institution	Location	Financial Renumeration

Personal Life

Year	Actual Roles	Home Location/s	Sharing With

A WORTHY PURPOSE

Write down the kind of life-style* you desire in ten years time.

*Life Style

Your approach to living with details of: place of living, kind of home, family life, preferred entertainment, area of employment, salary you expect to earn, clothes, food, transportation.

Place of Living .....

Kind of Home .....

Family Life .....

Preferred Entertainment .....

Salary you Expect to Earn .....

Clothes .....

Food .....

Transportation .....

Source: Goal Selection from Deema de Silva, The Critical Path to Your Success, The Wichita State University, 1987.

Write down goal for the 4-5 years. Determine your date of graduation .....; or

Write down your responsibilities for the next school year.

Year	Goal	Your Role/s College - Family	Place of Work	Salary/Month	College Year	Expected Financial Aid/Need

Write your goal for the next school year.

.....

.....

.....

Year Goal: .....

My projected expenses for the next school year.

Rent .....
Food/Clothing .....
Transportation (gas, insurance) .....
Car .....
Fees .....
Books .....
Tuition .....
Entertainment .....
Miscellaneous ..... _____
Total _____

Expenditures (9 mos)

Tu ition, Fees, Books	$1,800.00
Maintenance Costs	3,700.00
Estimated Total Expenditures (9 mos)	$5,500.00

Breakdown of maintenance costs:

Rent (including utilities)		200.00
Basic necessities (food, clothing)		150.00
Transportation (gas, insurance)		50.00
Miscellaneous		11.11
	monthly	411.11

Reference: ACT Financial Needs Analysis 53

YOUR HIDDEN POTENTIAL

Write a list of your greatest strengths:

1. .....

2. .....

3. .....

4. .....

Write your MAIN GOAL for the next semester, ending December 1987.

Write what specific training you will seek to reach your goal.
e.g. Develop positive self-concept. Break it down to steps.

"I will seek out a workshop on developing self-concept," "I will enroll in 'Personal Development Class.'"

Steps You Will Take (Complete all 5 steps) to reach your goal for next semester.

1.

2.

3.

4.

5.

Write your goal for the next semester.

I will .....

.....

..... by December, 1987.

In order to complete the above goal by December 1987, what steps should you plan for September, October, November, December. Write below.

1. By September 30, 1987 I will .....

   .....

   .....

   If I reach my goal, I shall reward myself by .....

   .....

Check Point: I reached my goal [ ]

I reached my short term goal [ ]

I feel important [ ]

I feel I can accomplish a task I have set for myself [ ]

I deserve my reward! [ ]

If I did not reach my goal, I don't deserve a reward but I am going to examine the reasons.

Reasons: a. .....

b. .....

Evaluation of Situation:

Which of the above reasons are just "excuses?"

Re-evaluate your situation, and set another short-term goal.

This will be another step towards reaching a major goal.

Re-State Your New Goal

Write your goal for the next semester.

I will .....

.....

..... by December, 1987.

In order to complete the above goal by December 1987, what steps should you plan for September, October, November, December. Write below.

1. By October 31, 1987 I will .....

.....

.....

If I reach my goal, I shall reward myself by .....

.....

Check Point: I reached my goal [ ]

I reached my short term goal [ ]

I feel important [ ]

I feel I can accomplish a task I have set for myself [ ]

I deserve my reward! [ ]

If I did not reach my goal, I don't deserve a reward but I am going to examine the reasons.

Reasons: a. .....

b. .....

Evaluation of Situation:

Which of the above reasons are just "excuses?"

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Re-State Your New Goal

Write your goal for the next semester.

I will .....

.....

..... by December, 1987.

In order to complete the above goal by December 1987, what steps should you plan for September, October, November, December. Write below.

1. By November 30, 1987 I will .....

.....

.....

If I reach my goal, I shall reward myself by .....

.....

Check Point: I reached my goal [ ]

I reached my short term goal [ ]

I feel important [ ]

I feel I can accomplish a task I have set for myself [ ]

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b. .....

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I will .....

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In order to complete the above goal by December 1987, what steps should you plan for September, October, November, December. Write below.

1. By December 31, 1987 I will .....

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.....

If I reach my goal, I shall reward myself by .....

.....

Check Point: I reached my goal [ ]

I reached my short term goal [ ]

I feel important [ ]

I feel I can accomplish a task I have set [ ] for myself

I deserve my reward! [ ]

If I did not reach my goal, I don't deserve a reward but I am going to examine the reasons.

Reasons: a. .....

b. .....

Evaluation of Situation:

Which of the above reasons are just "excuses?"

Re-evaluate your situation, and set another short-term goal.

This will be another step towards reaching a major goal.

Re-State Your New Goal

APPLIED LEARNING THEORY

Rules taken from an article by Steuart Henderson Britt, "How Advertising Can Use Psychology's Rules of Learning," Printers Ink, Sept. 23, 1955, Vol. 52, pp. 74-80.

1. Unpleasant things may sometimes be learned as readily as pleasant things, but the most inaffective stimuli are those which arouse little or no emotional response.

2. The capacities of learners are important in determining what can be learned and how long it will take.

3. Things that are learned and understood tend to be better retained than things learned by rote.

4. Practice distributed over several periods is more economical in learning than the same amount of practice concentrated into a single period.

5. When teaching people to master mechanical skills, it is better to show the performance in the same way that the learner would see it if he were doing the job himself.

6. The order of presentation of materials to be learned is very important.

7. If material to be learned is different, or unique, it will be better remembered.

8. Showing errors in how to do something can lead to increases in learning.

9. Learning situations which are rewarded only occasionally can be more efficient than those where constant reward is employed.

10. It is easier to recognize something than it is to recall it.

11. The rate of forgetting tends to be very rapid immediately after learning.

12. Messages attributed to persons held in high esteem influence change in opinion more than messages from persons not so well-known, but after several weeks both messages seem equally effective.

13. Repetition of identical materials is often as effective in getting things remembered as repeating the same story but with variations.

14. In a learning situation, a moderate fear appeal is more effective than a strong fear appeal.

15. Knowledge of results leads to increases in learning.

16. Learning is aided by active practice rather than passive reception.

17. A message is more easily learned and accepted if it does not interfere with earlier habits.

18. The mere repetition of a situation does not necessarily lead to learning. Two things are necessary--"belongingness," and "satisfiers."

19. When two ideas are of equal strength but of unequal age, new repetition increases the strength of the earlier idea more than that of the newer idea.

20. Learning something new can interfere with the remembering of something learned earlier.

FORM C
YOUR STYLE OF LEARNING AND THINKING (SOLAT)

INSTRUCTIONS: On the answer sheet provided, describe your style of learning and thinking by blackening the appropriate blanks. Try to describe your strengths and preferences as accurately as possible.

1. (a) read for main ideas
   (b) read for specific details and facts
   (c) read for main ideas and for details and facts equally.

2. (a) usually learn or remember only those things specifically studies
   (b) good memory for details and facts in the environment not specifically studied
   (c) have noticed no difference in my abilities in these areas.

3. (a) like to read fantasy stories
   (b) like to read realistic stories
   (c) no preference between fantasy and realistic stories.

4. (a) equally as much fun to dream as to plan realistically
   (b) more fun to dream
   (c) more fun to plan realistically

5. (a) solve problems logically, rationally
   (b) solve problems intuitively
   (c) equally skilled in solving problems intuitively and logically.

6. (a) listen to music or radio while reading or studying
   (b) must have total quiet in order to read or study
   (c) listen to music or radio if reading for enjoyment, not if studying.

7. (a) would like to write fiction books
   (b) would like to write non-fiction books
   (c) no preference between writing fiction and non-fiction.

8. (a) if seeking mental health counseling, would prefer group counseling and sharing of feelings with others
   (b) if seeking mental health counseling, would prefer the confidentiality of individual
   (c) no preference for group over individual counseling.

9. (a) enjoy drawing my own images and ideas
   (b) enjoy copying and filling in details
   (c) enjoy drawing my own images and copying and filling in equally.

10. (a) believe I would be easily hypnotized
    (b) could probably be hypnotized but it would be difficult
    (c) do not believe I could be hypnotized.

Georgia Studies of Creative Behavior
Department of Educational Psychology
University of Georgia
June 1979

11. (a) just as exciting to me to improve something as to invent something new
    (b) more exciting to improve something
    (c) more exciting to invent something new

12. (a) prefer to learn through free exploration
    (b) prefer to learn systematically through ordering and planning
    (c) no preference between learning through free exploration and learning through more systematic ways.

13. (a) no preference between mystery stories and action stories
    (b) prefer action stories
    (c) prefer mystery stories.

14. (a) no preference between algebra and geometry
    (b) prefer algebra
    (c) prefer geometry.

15. (a) like to organize things sequentially
    (b) like to organize things to show relationships
    (c) no preference for sequential over relational organization.

16. (a) skilled in sequencing ideas
    (b) skilled in showing relationships among ideas
    (c) equally skilled in sequencing and showing relationships.

17. (a) good at remembering verbal materials
    (b) good at tonal memory
    (c) equally good at verbal and tonal memory.

18. (a) paces personal activity to time limits with ease
    (b) uses time to organize self and personal activities
    (c) has difficulty in pacing personal activities to time limits.

19. (a) have frequent mood changes
    (b) have few mood changes
    (c) stable: almost no mood changes.

20. (a) skilled in communicating with animals
    (b) moderately good in communicating with animals
    (c) cannot communicate very well with animals.

21. (a) no preference for cats over dogs or vice versa
    (b) preference for cats
    (c) preference for dogs.

22. (a) enjoy clowning around
    (b) can clown or be serious depending upon the occasion
    (c) do not enjoy clowning around.

23. (a) conforming or nonconforming depending upon the situation
    (b) generally conforming
    (c) generally nonconforming.

24. (a) frequently somewhat absentminded
    (b) occasionally absentminded
    (c) almost never absentminded.

25. (a) no preference for well structured over openended assignments
    (b) preference for openended assignments
    (c) preference for well structured assignments.

26. (a) when viewing advertisements, am most often influenced by attractive signs, pleasant scenes, and sensual overtones
    (b) when viewing advertisements, am most often influenced by the information comparing several products
    (c) primarily influenced by the advertising medium only when accompanied by information on the quality of the product.

27. (a) enjoy analyzing stories
    (b) enjoy creative storytelling
    (c) enjoy equally analyzing stories and creative storytelling.

28. (a) equally valuable to discuss stories and illustrate them
    (b) more valuable to discuss stories read
    (c) more valuable to illustrate stories read.

29. (a) equally valuable to tell stories and to act out stories
    (b) more valuable to tell stories
    (c) more valuable to act out stories.

30. (a) moving rhythmically and rhyming are equally enjoyable
    (b) moving rhythmically is more fun
    (c) rhyming is more fun.

31. (a) producing ideas and drawing conclusions are equally enjoyable
    (b) drawing conclusions is more fun
    (c) producing ideas is more fun.

32. (a) would like to do interpretative dancing
    (b) would like to do ballet dancing
    (c) no preference for affective interaction and interpretation of the affective interaction of others.

33. (a) enjoy interacting affectively with others
    (b) enjoy interpreting the affective interaction of others
    (c) equal preference for affective interaction and interpretation of the affective interaction of others.

34. (a) strong in recalling verbal materials (names, dates, etc.)
    (b) strong in recalling spatial imagery
    (c) equally strong in recalling verbal and spatial imagery.

35. (a) can think better while lying down
    (b) can think better while sitting up straight
    (c) equal preference for lying down and sitting up straight.

36. (a) would like to be a music critic
    (b) would like to a music composer
    (c) would enjoy equally music criticism and composition.

37. (a) skilled in the intuitive prediction of outcomes
    (b) skilled in the statistical, scientific prediction of outcomes
    (c) equally skilled in intuitive and statistical-scientific prediction.

38. (a) generally attentive to verbal explanations
    (b) generally restless during verbal explanations
    (c) can control attention during verbal explanations.

39. (a) no preference between outlining and summarizing readings
    (b) preference for outlining over summarizing
    (c) preference for summarizing over outlining.

40. (a) no preference for demonstration over verbal instructions
    (b) prefer demonstration
    (c) prefer verbal instructions.

YOUR STYLE OF LEARNING AND THINKING

Item	A	B	C	Item	A	B	C
1	___	___	___	21	___	___	___
2	___	___	___	22	___	___	___
3	___	___	___	23	___	___	___
4	___	___	___	24	___	___	___
5	___	___	___	25	___	___	___
6	___	___	___	26	___	___	___
7	___	___	___	27	___	___	___
8	___	___	___	28	___	___	___
9	___	___	___	29	___	___	___
10	___	___	___	30	___	___	___
11	___	___	___	31	___	___	___
12	___	___	___	32	___	___	___
13	___	___	___	33	___	___	___
14	___	___	___	34	___	___	___
15	___	___	___	35	___	___	___
16	___	___	___	36	___	___	___
17	___	___	___	37	___	___	___
18	___	___	___	38	___	___	___
19	___	___	___	39	___	___	___
20	___	___	___	40	___	___	___

APPENDIX A
SCORING KEY FOR SOLAT FORM C

Item	A	B	C	Item	A	B	C
1	R	L	I	21	I	R	L
2	L	R	I	22	R	I	L
3	R	L	I	23	I	L	R
4	I	R	L	24	R	I	L
5	L	R	I	25	I	R	L
6	R	L	I	26	R	L	I
7	R	L	I	27	L	R	I
8	R	L	I	28	I	L	R
9	R	L	I	29	I	L	R
10	R	I	L	30	I	R	L
11	I	L	R	31	I	L	R
12	R	L	I	32	R	L	I
13	I	L	R	33	R	L	I
14	I	L	R	34	L	R	I
15	L	R	I	35	R	L	I
16	L	R	I	36	L	R	I
17	L	R	I	37	R	L	I
18	I	L	R	38	L	R	I
19	R	I	L	39	I	L	R
20	R	I	L	40	I	R	L

Interpretation Report
YOUR STYLE OF LEARNING AND THINKING
(Form C College/Adult Norms)

Name: _____ Date: _____

Style	Raw Score	Stand Score	40	60	80	100	120	140	160	180
Right	____	____		2	7	12	17	22	27	32
Left	____	____		2	7	12	17	22	27	32
Integrated	____	____		6	11	16	21	26	31	36
Standard Score			40	60	80	100	120	140	160	180
Percentile Rank			0+	2	16	50	84	98	99+	100

ABBREVIATED SUMMARY OF SPECIALIZED CEREBRAL HEMISPHERE FUNCTIONS IN TERMS OF STYLES OF LEARNING AND THINKING

Right	Left
Recognizing/remembering faces liking	Recognizing/remembering names
for visual/kinesthetic instructions	liking for verbal instructions
strong emotional response	inhibited emotionally
interprets body language easily	dependent upon words for meaning
produces humorous ideas/thoughts	produces logical ideas/thoughts
processes information subjectively	processes information objectively
processes information in patterns	processes information sequentially
playful in solving problems	serious/systematic in solving problems
self acting, initiates	receptive, responsive to others
likes to improvise	likes to have a definite plan
uses metaphors/analogies	little use of metaphors/analogies
responsive to emotional appeals	responsive to logical appeals
creative, synthesizing, associating, applying in reading	critical, analytical in reading and listening
intuitive in problem solving	logical in problem solving
uses demonstrations in instructing	gives verbal instructions/information
uses images in remembering	uses language in remembering
reads for main ideas	reads for details and facts
likes fantasy, poetry, etc.	likes realistic stories
likes to invent new things	likes to improve existing things
learns best through exploration	learns best from systematic plans
shows relationships among ideas	sequences ideas, information
prefers summarizing to outlining	prefers outlining to summarizing
more creative than intellectual	more intellectual than creative
good at incidental learning	good at deliberate learning
easily hypnotized	not easily hypnotized
good at tonal memory	good at remembering verbal materials
likes open-ended assignments	likes well-structured assignments

THE RIGHT AND LEFT BRAIN HEMISPHERE FUNCTIONS

Loveridge explains that the brain is composed of two halves, joined by a nerve mass called the corpus callosum. The right half is popularly known as feminine and works holistically; the left half is the masculine and concerned mainly with sequential tasks. The two halves work interdependently with free information flow via the corpus callosum.

Loveridge, op. cit. 1977, p. 56-57.

Linstone, tabulates the dichotomy of the brain activities as follows

The Dichotomy

Left Brain Hemisphere	Right Brain Hemisphere
Sequential thinking	Spatial thinking
Reductionist	Holistic
Analytic	Synthetic
Well Structured problems	Ill-Structured problems
Problem solvers	Problem formulators
Sensation (Jung)	Intuition (Jung)
Perceptual, external experience	Conceptual, internal experience

Harold A. Linstone, "Introduction," in Harold A. Linstone, W. H. Clive Simmonds, Futures Research (Addison-Wesley Publishing Company Inc. 1977) p. 30.

The left and right skills of the brain are as follows:

Left	Right
positive	intuitive
analytical	spontaneous
linear	emotional
explicit	nonverbal
sequential	visual
verbal	artistic
concrete	Holistic
rational	playful
active	diffuse
goal-oriented	symbolic
	physical

Kaje, recommends that we incorporate deliberately the two brain halves in forecasting. She finds it interesting that women could be forecasters of the future with their holistic thinking, but feels that both halves of the right half should be equally useful, to have comprehensive "imagination" by the right half to complement the "analytical" of the left half.
Kaje, op. cit. p. 72.

Train Yourself to Induce Deep Muscle Relaxation

You can use this guide to train yourself in deep muscle relaxation, a technique first developed by Jacobsen in 1938. Choose a quiet, comfortable place where you won't be disturbed for half an hour. Go through relaxation while lying on the floor, a bed, or a reclining chair.

Concentrate on the muscle groups below, one at a time in the order presented. Create tension in the muscles by tightening them for five seconds and then relaxing them. For each muscle group a method is described for creating tension and achieving relaxation. The first time you try it, go through the procedure for each muscle group twice.

MUSCLE	TENSING METHOD
Forehead	Wrinkle forehead. Try to make your eyebrows touch your hairline for five seconds. Relax.
Eyes and nose	Close your eyes as tightly as you can for five seconds. Relax.
Lips, cheeks and jaw	Draw corners of your mouth back and grimace for five seconds. Relax. Feel the calmness and warmth in your face.
Hands	Extend arms in front of you, clench fists tightly for five seconds. Relax, and feel the warmth and calmness in your hands.
Forearms	Extend arms out against an invisible wall and push forward with hands for five seconds. Relax.
Upper Arms	Bend elbows. Tense biceps for five seconds. Relax, and feel the tension leave your arms.
Shoulders	Shrug shoulders up to your ears for five seconds. Relax.
Back	Arch your back off the floor or bed for five seconds. Relax. Feel the anxiety and tension disappearing.
Stomach	Tighten your stomach muscles for five seconds. Relax.

FORMULA FOR SUCCESS

Attend Class Regularly. Even Einstein could not graduate from college if he did not go to each scheduled class. Get your money's worth--go to class.

Read Class Textbooks. Don't let your investment in textbooks go to waste. Reading chapters before class helps in understanding lectures.

Underline Key Points When Reading Textbooks. One of the basic tips of studying is underlining the main points of a chapter while reading. Usually the first or second line of a paragraph includes a key point. Then, you prepare for an exam, you need only review the underline sections.

Ask Questions. If you are confused about an assignment or a lecture topic, don't be afraid to ask your instructor. Undoubtedly, someone else in class has the same question. Or, see your instructor after class or during scheduled office hours to clarify any problems.

Take Notes and Review Them Daily. Class notes can give you additional information not always covered by textbooks. Then, take time after class to review notes. It will be easier to remember the information when studying for a test.

Prepare for Exams in Advance. Cramming the night before a test is the worst way to prepare. Begin studying a week or two before the exam by: reviewing class notes and textbooks, studying with other students, working sample questions or problems, reviewing chapter summaries, and reading out loud to improve recall. Preparing well will give you the confidence to do well.

Get to Know Your Instructors. The campus is full of interesting teachers. Talking with them after class and during office hours will help both of you to get to know one another. Knowing the instructor can often improve your understanding of his or her expectations in class. Instructors can also help with questions about other classes, career opportunities, graduate school, etc.

Use the Library. Sometime during your college education, you will be expected to do additional research for class assignments. The library is full of information, from government documents to art books, for your use. See the reference librarians for help in locating the information you need.

Attend University Activities. Take advantage of the wealth of opportunities to learn more about current issues, music, art, new ideas, theatre, dance, films, sports, etc. Attending these activities will broaden your knowledge and experiences.

Keep in Touch With an Advisor. To ensure you are fulfilling all the university and college requirements for graduation, meet regularly with an advisor in your college. Find someone you can talk with easily.

by Ms. Lee Starkel
Assistant Director, Operation Success
Wichita State University